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ABSTRACT

Intended for use as a planning tool by adult educators and program administrators, this manual is designed to offer guidance for the development of instructional, self-help, and training programs geared toward rural adults with low education and/or skills. Part I focuses on the "Tribes" process, an educational strategy built around positive peer support as a means of promoting learning and emotional development. A special demonstration project is outlined that was undertaken in Leon County, Florida, to teach basic life survival skills to undereducated rural adults by introducing the tribes process to their learning environment. Project accomplishments and strengths and weaknesses are presented. Part II extracts from the experiences described in part I the key implications and recommendations for enhancing effectiveness when working with economically disadvantaged rural adults. Implications and recommendations are made relevant to program development, participant recruitment, and program implementation. Part III offers examples of group and individual learning projects and activities that can be used to help special populations to improve their basic life coping skills. These activities and/or projects are listed under four basic skills areas: consumer awareness; health, safety, and nutrition; work/career awareness; and financial management. (YLB)

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THE TRIBES APPROACH

A Resource Manual For Educators of Rural Adults

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Tallahassee Urban League, Inc.

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"THE TRIBES APPROACH"

A Resource Manual For Educators Of Rural Adults

INTRODUCTION

This Manual was prepared as the result of a special demonstration project conducted by the Tallahassee Urban League, Inc., a community-based organization serving Tallahassee, Florida. It is intended for use as a planning tool by adult educators and program administrators who work with undereducated adults living in rural communities. It is designed to offer guidance for the development of instructional, self-help, and training programs geared towards rural adults with low levels of education and/or skills. It also introduces the use of a tested process model, (called "tribes"), to the area of adult education.

The Tribes Approach is based upon information generated from a one-year adult education project involving rural adult learners, and subsequent follow-up with the participants. Further input has been provided through consultation with various area and regional educators and administrators who have demonstrated sound programming for rural populations. This Manual addresses those special characteristics and factors unique to rural residents which should be considered in the development of programs in which their participation is voluntary.

While the majority of the participants involved in the project were black, it should not be inferred that the findings presented herein should be generalized to any particular race. The Urban League has demonstrated time after time that people will respond without regard to color in similar situations.

We feel that this Resource Manual will save its readers valuable time and effort in planning and implementing programs and services that would more effectively attract, retain, and better serve the educational needs of rural adults.

PART I - THE "TRIBES" MODEL

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BACKGROUND

The Tallahassee Urban League is a private social service agency that serves the Tallahassee-Leon County area in the State of Florida. It is an affiliate of the National Urban League, Inc., and is committed to securing equal opportunities for blacks, minorities, and other disadvantaged citizens. In order to fulfill this mission, the Tallahassee Urban League develops and implements programs and services in employment and economic development; housing, health and social welfare; law and consumer affairs; and education.

In recent years, the agency has focused much of its energies on problems related to illiteracy among adults in the local community. Such a move was prompted by several factors. First, there was the growing recognition that many of the social and economic crises affecting the lives of agency constituents were either directly or indirectly related to a lack of practical knowledge and/or formal education. Secondly, the County's overall Adult Basic Education (ABE) program was suffering from an extremely low participation rate - particularly in the rural areas. This was evidenced by the fact that only about ten percent of the persons eligible for ABE services were participating. And, of those participating, less than half remained enrolled through completion. In one rural community, for example, the low enrollment was beginning to threaten funding for adult basic education programs and services.

Through daily contact and counseling with many undereducated adults from the Tallahassee-Leon County area, Tallahassee Urban League staff was able to determine that their educational interests were primarily "survival" oriented. In other words, any interest in education, training, or other self-help endeavors, was limited to the extent that they would offer immediate improvements or assistance in their daily living conditions.

Further, there was a high level of apprehension about returning to any formal school classroom setting - particularly among school dropouts and more mature and established adult clients.

Based upon these observations and other informal assessments of rural agency clients, agency staff embarked on the development of some new strategies and approaches that would promote increased involvement and retention of adults in educational programs, concentrating on the various local rural communities. Realizing that such a challenge was difficult for any one agency to meet, and that many previous attempts had also been made, it was decided to take a different approach - one with the capacity to have a broad impact in a relatively short period of time. We would review and search for alternative strategies which had already been proven effective for similar purposes, but with different target groups. The one felt to be most suitable for working with our target group would be tested and applied to the adult educating setting; and the results and implications diffused throughout the State in hopes of positively impacting the broader sphere of the public adult education system. The strategy selected was the "Tribes" Process.

ABOUT "TRIBES". . .

The tribes process was originally the product of a previous educational project carried out in one elementary school district in California during the 1970's. It resulted from a period of research and testing of methods which would effectively address behavior problems and high dropout rates among school children. Unlike many traditional methods which are based upon rules of discipline and punishment, a "tribe" is built around positive peer support as a means of promoting learning and emotional development. Since its organization, the tribes process has been effectively utilized in a variety of situations, including: board meetings, college classes, group meetings, and juvenile facilities. Basically, a tribe is a group of six or seven people who meet regularly and together become involved in activities that generally fall into three categories:

1. Sharing of personal concerns, feelings, and positive regard for one another.
2. Planning, problem-solving, decision-making.
3. Working on tasks together.

The teacher does not directly participate in tribal activities, but serves more as a facilitator, providing direction, setting time limits, and intervening only as needed to maintain control.

The primary strength or force behind the tribes process lies in improved self-images that are promoted by positive peer regard. A tribe's basic components include:

1. Sociometrically balanced memberships
2. Permanent memberships
3. Positively oriented peer groups
4. Creative problem solving
5. Responsible behavior

While these characteristics do not exhaust all aspects of the tribal process, they provided the impetus for our decision to utilize the process in an adult education setting.¹ There are many aspects of a tribe which were felt to be potentially effective for working with adults, as well as the proven track record of utilizing the process with groups other than school children.

TRIBES IN ADULT EDUCATION

A Special Project

As indicated earlier, the Tallahassee Urban League chose to test the applicability of the tribal process to adult education, targeting on undereducated adults living primarily in isolated rural communities. Much preliminary planning and research was done in order to select the appropriate target areas and groups, and set the direction of the educational program.

¹For more detailed information on the original tribes program, see: TRIBES: A Process for Peer Involvement. By Jeanne Gibbs and Andre Allen, Center Source Publications, 1978.

Based upon these efforts a special demonstration project was undertaken that would teach basic life survival skills to undereducated rural adults introducing the tribes process to their learning environment. Three rural communities in Leon County, Florida were selected as target areas. Each area was characterized by wide geographic boundaries and sparse populations. The targeted group consisted of adult residents who had completed at least four (4) years, but less than 12 years of formal education.

There were other similarities in the targeted communities, including:

1. A traditionally low rate of participation in general adult education classes or other programs requiring voluntary participation, and
2. A significant population of program-eligible persons.

A special feature of the project was the use of paraprofessionals as learning facilitators. The paraprofessionals were indigenous to the rural community so as to foster more effective communication and create an atmosphere of trust among the project participants. Other project staff included a coordinator, a secretary, and an outreach coordinator, also indigenous to the targeted community. This person was responsible for coordinating the activities of the paraprofessionals and recruitment.

The project, entitled "Enhancing the Survival Skills of Rural Adults Through Outreach Education and Peer Support", was implemented in separate components over a period of twelve months, as outlined below.

PROJECT ACTIVITIES

PHASE I

Planning/Organizing (5 Months)

1. Recruitment/Training of Paraprofessionals

After an ample period of recruitment in the three targeted areas, two persons were selected who both had at least two years of college; some previous teaching

or leadership experience, and rural backgrounds. They subsequently received an intensive three-week period of training involving project orientation and instructions in the utilization of the "tribes" process. Their training was provided with the assistance of an educational consultant to the project, who was proficient in group work activities.

2. **Developing Outreach/Awareness Strategies**

Project staff worked closely with community school coordinators, adult education teachers, religious leaders, and other community leaders in the three targeted rural areas to come up with a plan for motivating and recruiting project participants. Efforts were also coordinated to mount a short-term information and awareness campaign that would encourage more participation in adult education programs in general.

3. **Pre-Assessment of Target Communities**

In order to determine the specific interests and needs of targeted rural residents relating to the survival skills to be addressed by the project, a pre-assessment survey was administered to a sampling of project-eligible persons in the three targeted areas. Project staff canvassed each area and contacted respondents in a variety of means, including home visits, community or church meetings, grocery and convenience stores, recreational areas, etc. Other outreach and recruitment activities were simultaneously being carried out as well.

4. **Preparation/Scheduling of Survival Skills Sessions**

From the information received through the pre-assessment survey, a survival skills program was developed that was felt to be consistent with the greatest expressed interests of potential project participants. The surveys, along with further input from area educational representatives was also helpful in developing a schedule for class sessions in each community.

PHASE II

Program Implementation (5 Months)

1. Recruiting/Enrolling Project Participants

Although eligible persons were indirectly being recruited by means of preliminary planning and organizing activities of the project, major recruitment efforts were carried out during the second phase of project implementation.

Based upon the planning activities and input of educators and other representatives of the three targeted communities, a broad recruitment effort was undertaken combining a variety of measures and strategies, including:

- A. Direct contact with targeted population, such as home visits and recreational gatherings.
- B. Placing posters and signs in strategic and conspicuous areas in targeted communities.
- C. Public service announcements through the local media.
- D. Appeals by project staff at:
 - 1. Class and school meetings
 - 2. Church services
- E. Assistance through educational administrators and community leaders.
- F. Distribution of notices and flyers door to door.
- G. Periodic notices to religious institutions.
- H. Encouraging word-of-mouth information by participants already enrolled.
- I. Providing free transportation to and from class sites.

Eligible persons interested in project participation were enrolled as quickly as possible, with information being obtained only as to their eligibility, interests, and residency.

Arrangements were made to utilize the community school facilities located in the targeted areas to accommodate survival skills sessions. Sessions were

scheduled once a week in each area for a period of from one and a half to two hours.

The scheduling of sessions was determined largely by the availability of each community school facility; however, project enrollees were given the opportunity, at the time of enrollment, to select the time period which would best enable their participation in the project.

2. **Conducting Survival Skills Sessions**

Initial sessions were all concentrated on orientating participants and "warm-up" activities felt to be vital to the building of the "tribal" relationship. While the community school facility utilized in each case was a regular school classroom, every possible effort was made to create an atmosphere unlike the traditional school setting. Sessions were informally structured, and were facilitated by the paraprofessionals with assistance as needed from the outreach worker. Participants were constantly encouraged to give feedback and become involved in the learning process.

The specific survival skills addressed in sessions were consistent with the findings of the pre-assessment survey.

PHASE III

Evaluation (2 Months)

1. **Project Evaluation**

Although an evaluative study was prepared which assessed the overall performance and effectiveness of this special demonstration project, evaluation was an integral, on-going aspect of the project itself. Activities and progress of the project were closely monitored by staff to determine whether objectives were being met and where modifications or changes were indicated.

2. Evaluative Study

The Evaluative Study was prepared with the assistance of a special educational research consultant, who developed the participant evaluation questionnaire utilized to assess the short-term effect of the project on the participant's survival skills which were addressed. The Study also presented strategies for more intensive follow-up with participants to determine any long-range impacts and implications of the project. Those strategies were subsequently implemented, and a more comprehensive project assessment was made which facilitated the development of this Manual.

The general goals and objectives of the project, "Enhancing the Survival Skills of Rural Adults Through Outreach Education and Peer Support", were:

1. To recruit and enroll at least 25 eligible persons (or about 8 in each area).
2. To help participants improve their basic life survival skills.
3. To facilitate survival skills education using the "tribes" process of learning.
4. To enable targeted population to provide input into the skills to be addressed by the project.
5. To plan and conduct on-going outreach and information directed towards better participation and utilization of adult education resources.

In terms of effectively demonstrating the "tribes" concept as a viable structure for adult education, the Tallahassee Urban League's special demonstration project was very successful. The project also met with success in terms of improving the life survival skills of the participants.

However, in taking on such an ambitious challenge, several very key elements were overlooked which should have been preliminary to the implementation of any model such as this. As a result, project staff met with some unanticipated, yet significant problems, including:

1. A low level of recruitment

2. Inability to address all skills of interest to participants
3. Insufficient time

Perhaps the most damaging oversight on the part of project planners was mistiming. Clearly, this project warranted more time than 12 months for thorough development. Time should have also been planned to compensate for other unforeseen delays attributable mainly to the special needs and characteristics of the target population addressed.

Other oversights in the development of this model project were:

1. Failure to address the supportive needs of target group (e.g., child care, transportation, etc.)
2. Failure to assess needs and interests of actual participants (as opposed to potential participants).

Surprisingly, these project weaknesses, along with its strengths, provided some experiences and insight very valuable in their implications for the purposes of adult education.

GENERAL ACCOMPLISHMENTS

Having already described the basic activities and objectives of our project, as well as cite major strengths and weaknesses in its implementation, we now turn our attention to the specific accomplishments that were made. It should be noted that the accomplishments presented below only reflect those made beyond the planning and organizing phase of the project.

A. Recruitment of Participants

While the project goal was to enroll a maximum of 8 or 9 residents in each of 3 rural communities; there were 6 enrolled in one area, 5 in another; and staff was unable to recruit any participants at all in one area. Through intensified recruitment and consultation with area educators/representatives, it was learned that this low enrollment was more a reflection of a long tradition of apprehensiveness

and unresponsiveness among residents of the targeted communities. As a result, neither initial consideration or subsequent recruitment efforts proved to be adequate for meeting our projected enrollment goal. While such characteristics are usually common in places of rural isolation, they were unusually overpowering in the selected communities. In each instance, there had historically been little to no involvement in regular adult education or other self-help programs.

Although the desired enrollment was not achieved, the actual enrollment was, in fact, sufficient to demonstrate the usefulness of the project model.

B. Implementation of Survival Skills Sessions

Based upon the findings of the pre-assessment survey administered to eligible persons, a survival skills training program was prepared which addressed the following skills:

1. Consumer skills in budgeting and calculations
2. Consumer rights and responsibilities
3. Child and prenatal care/family planning
4. Weight control and personal grooming
5. Year-round gardening and simple car repairs

Once sessions began however, there was a high level of interest expressed by participants to improve their general job search and job finding skills. This category was therefore included in the survival skills program.

As previously indicated, skills sessions were conducted in an informal manner. Regular student desks and tables were pushed aside, and participants were instead seated in a close semicircle along with the facilitators. Most of the activities took the form of discussions, demonstrations, and group problem-solving tasks. Some examples of specific activities were:

1. Preparing household budgets from a given income
2. Making comparisons on canned food labels

3. Balancing checkbooks
4. Completing sample job applications
5. Mock infant care demonstrations
6. Deciding proper procedures for filing certain consumer complaints

Each activity was carried out in such a manner as to allow participants to share their knowledge and experiences, and thus foster encouragement and support to motivate one another in the learning process. Tribal bonding was further facilitated by the fact that some of the participants already knew one another.

In a continuous effort to demonstrate the effectiveness of coordination and cooperation of community and educational resources, project staff secured the assistance of several local agencies and institutions that provided the use of materials and/or personnel. This cooperation from the community made a valuable contribution to the efforts of the project. Provisions were made to utilize the following special resources:

AGENCY INSTITUTION

CONTRIBUTION TO PROJECT

County Agricultural Extension Unit

Master gardener to give demonstrations and techniques for effective gardening.

County Child Care Agency

Instructor for demonstrations and presentations on safety in caring for infants.

Vocational-Technical School

Supplied listings of certified auto mechanics instructors to volunteer services to teach minor car repairs.

Division of Consumer Services

Supplied literature and had representative make presentation on recent consumer alerts and preventing/reporting fraud.

Employment Services

Furnished job application forms (for practice) and job training/career information.

Educators (Local Universities)

Furnished guidance in the location and selection of educational publications and materials.

It was felt that incorporating these resources into the survival skills program would make for a good variety of activities to maintain participant interest and further promote bonding. Unfortunately, due to time constraints, we were unable to take advantage of all of these resources.

C. Preparation of Project Evaluation

The final evaluation of the Tallahassee Urban League's special demonstration project was prepared in the form of a written report, and was based upon the information provided through the following sources:

1. Continuous monitoring and evaluation activities of project staff,
2. Project documents and records, and
3. Participant evaluations (written and verbal).

Summarily, the evaluation presented the findings described below:

Strengths:

1. The project did help participants improve or increase their basic survival skills that were addressed.
2. The intended audience was reached - i.e., young, rural, economically disadvantaged adults with dependent children, and with less than high school education.
3. The project was effective in demonstrating the applicability of the "tribes" concept to adult education.
4. Staff development efforts were highly effective in enabling paraprofessionals to give positive feedback, strengthen self-image among participants, and supporting the emergence of participant leadership.
5. Survival skills sessions were held in places and at times of maximum convenience to participants.

Weaknesses

1. Recruitment efforts were delayed, took longer than anticipated, and were not successful in one of the three targeted areas.
2. Due to recruitment delays and time limitations, the desired level of solidarity in creating strong mutually supporting bonds and friendships among participants was not achieved.

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EFFECTIVE PROGRAMS FOR RURAL ADULTS

Now that the most significant aspects of the development, implementation, and evaluation of demonstrating the "tribes" process have been provided, attention may be turned to extracting from those experiences, the key implications and recommendations for enhancing effectiveness when working with economically disadvantaged rural adults.

PROGRAM DEVELOPMENT

The initial step in assuring the success of any program is to thoroughly plan and organize the methods of implementation. Every attempt should be made to identify, examine, and address any elements which might be potential barriers to the accomplishment of set goals.

Despite how comprehensive the planning is, the possibility that some unknown or unanticipated factor may come into play always exists. Such a possibility is further enhanced by the unpredictability of human behavior. Probably the only safeguard against this type of situation is including additional program time to treat such unknowns should they occur.

Experiences have shown that when working with special populations such as the disadvantaged rural adult, careful planning becomes even more crucial. There should always be a preliminary assessment made of the target population, the community in which they live, and the resources available.

Major emphasis should be placed on determining how best to structure and design programmatic activities that would both attract and retain involvement.

In short, the more information obtained and incorporated into program development, the more likely its eventual success. It is also highly important that information be generated through the actual input of the targeted individuals. The following are recommendations relative to pre-assessment activities for program development:

1. **TARGET POPULATION:**

- A. Identify any special needs or interests of targeted individuals related to the problem to be addressed by the program. Give special consideration to supportive needs that would hinder program participation if left unmet, such as transportation or childcare services.
- B. Examine the cultural and social attitudes, beliefs, or values, and their affect on overall behavior. Pay close attention to lifestyles and leisure activities.
- C. Seek out major sources of motivation and interests among members of the target population; e.g., religious beliefs, peer identification, community leaders, etc.

2. **TARGET COMMUNITY:**

- A. Determine whether there is a significant population of targeted individuals residing in the selected community.
- B. Survey the geographic boundaries as well as the proximity of residents' dwellings to one another.
- C. Assess the level and spirit of communication and cooperation among residents of the selected community.
- D. Ascertain whether there are adequate and accessible facilities to accommodate program activities.

3. **COMMUNITY RESOURCES:**

- A. Determine what is available in the community that will help support program objectives. Consider human resources such as community leaders, volunteers, and experts.
- B. Identify any free or inexpensive services that are available to meet supportive needs of participants.
- C. Find out which services, agencies, institutions, and facilities are most utilized and/or frequented by the residents in the targeted community.

- D. Examine the possibilities of creating special temporary resources for program use, such as car pools or childcare co-operatives.

In order to obtain the most reliable data for program development needs, a combination of methods should be used. In addition to information gained from general observation or from targeted persons (questionnaires/interviews), there should be some attempt made to solicit the input of others who may be familiar with the community and its residents. Consult with the people who have shared experiences or on-going contact with the community, such as: large employers, clergy, community leaders, merchants, or other educators.

Finally, it should be remembered that while many rural communities have similar characteristics, each is different or unique in some respect. Therefore, an approach to assessment should be selected that would not only best serve the program's purposes, but one which is also most applicable to the given area.

PARTICIPANT RECRUITMENT

Preliminary program development activities - if adequately carried out - will both directly and indirectly help to foster the recruitment of participants for self-help programs. For example, learning what activities and affairs are well supported in an area can provide a good source of recruitment sites; just as personally interviewing targeted individuals may work to elevate their interest and involvement. Recruitment, therefore, should begin as soon as the decision is made to conduct a program.

In many rural communities, there are certain common factors that demand attention once recruitment begins. They are:

1. **Isolation** - Many rural communities have wide geographic boundaries where the distance between homes is often great. This can be inhibitive to regular communication between residents or with outsiders.

2. **Apprehension** - In some close-knit rural communities, outsiders are often regarded with apprehension or skepticism, unless measures are taken to obtain the trust and confidence of the residents; e.g., utilizing indigenous workers/volunteers and using acceptable social contact.
3. **Demographics** - Common to many rural areas, particularly in the South, are significant populations characterized by limited education and occupational skills, and low incomes. This requires that all communications and involvement with residents be on a level that is both comprehensible and affordable to them.

Generally, peer identification appears to be an important source of motivation in the rural community. Recruitment efforts should therefore be directed towards activities, organizations, and individuals with whom the residents tend to identify. However, this will only be effective once credibility has been established in the community.

Through research and experiences, it was learned that much can be done to facilitate recruitment of rural populations for self-help projects. Presented below are additional implications found to be highly significant.

1. The best source of credibility seems to be the rural preacher, with the church being a major source of information and communications.
2. Paraprofessionals tend to deliver information better, particularly "consumer information" based on their common experiences.
3. Professional workers can present status, which sometimes enhances effectiveness of work in that residents may feel good about their relationship with them.
4. Publicity needs to be continuous. It should cover key points but remain understandable and unsophisticated.
5. Sensitivity to the community's cultural values, perceptions, and social

systems is vital, i.e., accept invitations, allow residents to use their knowledge or superiority, do not snub residents.

6. It is essential that the supportive needs of rural citizens, which directly affect their ability to participate, be adequately addressed.

The importance of meeting supportive needs when recruiting rural populations cannot be emphasized enough. Rural isolation does not always afford the same opportunities, resources, or conveniences of city life (such as public transportation, emergency services, or childcare facilities). This, coupled with inadequate incomes for even basic necessities of life, can serve to render residents unable to participate in certain self-help programs - despite their interests and aspirations.

Recruitment can be more effective if small incentive stipends are provided. This would help to defray the costs of securing transportation and childcare in addition to enhancing motivation. In adult education, the gap is very wide between those who have the most education and those who have the least. Directly or indirectly, it is the public who usually pays the costs involved in the continuing education of the highly educated; i.e., teacher, physician, manager, government worker, or engineer. Why then, shouldn't the public provide the costs of educating the undereducated - where the return on the investment is highest?

PROGRAM IMPLEMENTATION

Programs that are designed to improve some life survival skill(s) of undereducated rural adults should, above all, enable them to see the relationship between survival skills and improving the total quality of life. This can best be achieved if the program is built around the participants' own expressed needs and interests.

The actual participants of self-help programs must be permitted input into setting the direction of program activities. It is highly likely that the need profile of potential participants may conflict or deviate from that of the actual participants. The tendency

of some workers to "know that is good for them" should be avoided at all costs.

Further considerations for effectively implementing self-help or survival skills programs for rural adults are given below:

A. **Orientation:**

1. Should be maintained as an integral aspect of programmatic efforts.
2. Should be used to establish what the program is intended to accomplish, as well as what it is not. Objectives must be delivered to participants in an appreciable and life-related manner. This will help participants to develop realistic expectations of the benefits to be derived from their involvement.
3. Should permit as much time as needed for "warm up" that will build group solidarity and create an atmosphere of mutual support and program ownership among participants.

B. **Treatment:**

1. Begin the program at a level that is comfortable to participants; i.e., start where they are ready to start.
2. Select group and individual learning projects which promote the use of the knowledge and experiences of the participants.
3. Select resources and materials based upon the expressed needs and interests of the participants as they relate to the decision to engage in self-help projects.
4. Insure that workers have skills and capabilities in group processes and group problem-solving skills; as well as the ability to provide positive feedback and encourage self-reliance.

C. **Retention:**

1. Program activities should be informally structured and carefully located to negate any perception of a traditional "school" setting by participants.

2. Encourage group relationships beyond the scope of the official program as a means of further self-improvement among participants.
3. Involvement and communications with participants outside of scheduled activities can promote retention, as long as it is not disruptive to their daily functioning. This exhibits concern and commitment on the part of program workers.

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ACTIVITIES AND PROJECTS TO ENHANCE SURVIVAL SKILLS

This section is devoted to offering examples of group and individual learning projects and activities that can be used to help special populations - like rural under-educated adults - to improve their basic like coping skills. Such skills would enable an individual to live with more self-reliance, to be a productive citizen, and to be more capable of controlling his/her own life situations.

Learning activities for such special populations should be based on, and draw from the life experiences of the learners. As indicated previously, the educational environment will be more effective if it is relaxed and non-formal. Major emphasis should be placed on round-table discussions, self-help and demonstration projects, problem-solving tasks, and field trips.

Listed below are several basic skills areas, followed by examples of activities and/or projects that can be used to help learners develop or improve those skills.

CONSUMER AWARENESS

Learning to become more knowledgeable as consumers relative to rights, responsibilities, goods, and services.

ACTIVITIES:

- Conduct field trips to various community agencies to acquaint learners with services available to them.
- Invite a resource specialist to give instructions in reading and understanding food labels. Have practice sessions with learners.
- Facilitate discussions on any consumer fraud experienced by the learners, as well as probable means for preventing such victimization. Call upon resource persons to inform learners of recent consumer alerts and ways to remain informed of them.

- Have learners attend a community forum, public hearing, local government council meetings, etc., and let learners discuss the experience.

HEALTH, SAFETY and NUTRITION

Learning to maintain the health of self and family members.

ACTIVITIES:

- Have demonstrations provided by local fire department on preventing and controlling fires and fire hazards.
- Get various health professionals (doctors, nurses, dentists, opticians) to perform free and simple health screening tests on learners, and provide information and demonstrations on the care of specific illnesses and diseases.
- Hold a weight-loss contest for learners, under the supervision of a qualified nutritionist.

PROJECT:

- Learners can work cooperatively to establish and coordinate a regular physical fitness program, such as exercise sessions or jogging groups, for interested members of their community.

WORK/CAREER AWARENESS

Learning to improve employability skills and become more aware of career potentials.

ACTIVITIES:

- Have learners practice completing sample job applications of public and private employers.
- Conduct mock job interviews with learners; and have the group make evaluations of them through discussion.
- Visit job services and employment agencies to familiarize learners with various

employment trends, manpower needs, and job training programs in their local area.

- Let learners identify specific career interests and invite workers with occupations identified to describe work duties, responsibilities, and qualifications for employment.
- Distribute the classified sections of newspapers to learners and have them locate several job vacancies in the want ads in which they are interested. Let learners volunteer to share the job positions they've selected with the group. Hold discussions of the selections made.

FINANCIAL MANAGEMENT

Learning to make the best use of a limited income, and how to reduce food costs and become more efficient consumers.

ACTIVITIES:

- Have learners practice preparing weekly or monthly spending plans based on various given circumstances. Let learners volunteer to have their plans examined and discussed by the group.
- Have learners engage in making cost comparisons of brands, types, sizes and quantities of food and consumable items. Let group practice filling sample grocery orders at the most economical cost.
- Hold discussion relating to use and sources of store coupons. Learners can collect coupons over a short period and bring them in for review and further discussion. The coupons may be shared or exchanged among learners based upon their individual needs.
- Encourage learners to try using coupons during regular grocery shopping. Learners may hold a competition to see who can realize the most savings by using store coupons.

PROJECTS:

- Have learners jointly work on the preparation of a one-year budget based on a given income and family structure.
- Arrange for learners to receive a demonstration on how to develop and maintain a year-round garden as a source of food supply. Then have the group establish a demonstration garden.

These activities are not intended to be exhaustive of activities that can promote life survival skills. Rather, they are presented to give guidance relative to the kinds of activities that can motivate, interest, and retain rural adults in educational projects.